

2025年6月·第3套 英语六级阅读理解（四选一） 第1篇·46–50 题 答案与解析

QUESTIONS & ANALYSIS • 阅读理解题和解析

阅读理解题和解析 · 46–50 题

本页 46–50 题的答案与逐题解析由懒笔记基于2025年6月·第3套 英语六级阅读理解（四选一）原卷逐题核对整理。与试卷排版同一卷面：先是 Directions 与 7 段原文（段首标 P1–P7 段号、逐段附中文翻译）；之后 5 道题逐题排列，每题英文题干与选项后紧接本题解析——题干与选项中译、答案、题型判定、题干拆句、定位句中英对照与逐选项对错归因。

真题卷第3套(2025-06) · 英语六级

Part III Section C (1)

Directions: *There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A) , B) , C) and D) . You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.*

Passage One

Questions 46 to 50 are based on the following passage.

P1 Simulators are most often utilized within industries such as nuclear power, aviation and surgery where failure results in disastrous consequences. To maximize the value from a simulation learning experience, participants should immediately and directly apply their learning to a specific intervention within their organization.

模拟器最常用于核电、航空和外科手术等行业,这些行业中的失误会导致灾难性后果。为了最大化模拟学习体验的价值,参与者应当立即将所学直接应用于其组织内的具体干预措施。

P2 Most organizations aspire to deploy significant change programs, only to find them nearly impossible to implement. That is largely because successful change requires more than a vision, it requires a workforce that not only doesn't resist change, but embraces it.

大多数组织渴望实施重大变革计划,却发现这些计划几乎无法落实。这主要是因为成功的变革不仅需要愿景,还需要一支不仅不抵制变革、反而拥抱变革的员工队伍。

P3 To achieve success, an organization must build a transformation program that will allow change to be rapidly pulled across its departments and throughout its layers. Regardless of the level of senior management commitment, unless key thought leaders at all levels embrace the change, the initiative will wither and die. To create this kind of widespread passion, learning leaders must expose the workforce to

what could be, which will enable them to rethink their mental models, enable them to break free from their deep-rooted paradigms and embrace the opportunity to learn.

要取得成功,组织必须建立一个转型方案,使变革能够在各部门和各层级中迅速推进。无论高层管理者承诺程度如何,除非各层级的关键意见领袖拥抱变革,否则该举措将会枯萎并消亡。要创造这种广泛的热情,学习领导者必须让员工队伍接触到可能的未来,这将使他们能够重新思考自己的思维模式,使他们能够摆脱根深蒂固的范式并拥抱学习的机会。

P4 Allowing participants to enter a simulated environment provides them with the opportunity to experience alternative realities which can prompt them to rethink their current beliefs.

让参与者进入模拟环境为他们提供了体验替代现实的机会,这可以促使他们重新思考当前的信念。

P5 Behavioral change is not easy for most adults. Lectures, training programs and workshops can explain the intellectual elements of transformation, but they are seldom effective at getting to the behavioral aspects that lie at the heart of a significant change initiative. Further, under normal working conditions, managers rarely see the full effect of their employee development efforts. As such, an intervention like a simulation can provide the stimulus for change.

对大多数成年人来说,行为改变并不容易。讲座、培训项目和研讨会可以解释转型的智力要素,但它们很少能有效触及位于重大变革举措核心的行为层面。此外,在正常工作条件下,管理者很少能看到其员工发展努力的全部效果。因此,像模拟这样的干预措施可以提供变革的刺激。

P6 An effective simulation can be better than experience as a learning tool because it accelerates time, compresses space, and unlike reality, is specifically designed to maximize participant learning. Simulations provide an immersive learning experience where skills, processes and knowledge all can be highlighted in a way reality cannot. The ability to explore, experiment and repeatedly apply new knowledge in unlimited, risk-free models is what makes simulation one of the most productive forms of learning.

有效的模拟作为学习工具可以比实际经验更好,因为它加速了时间、压缩了空间,并且与现实不同的是,它专门设计用于最大化参与者的学习效果。模拟提供了一种沉浸式学习体验,其中技能、流程和知识都能以现实无法做到的方式得到强调。在无限的、无风险的模型中探索、实验和反复应用新知识的能力,使模拟成为最富成效的学习形式之一。

P7 Well-designed simulations can enable individuals and groups to develop a deep level of understanding about how their decisions and intuitive responses to business stimuli affect their fellow participants and the organization as a whole. To reap the benefits, however, simulations must feel like reality. At the end of the successful simulation, participants must declare "this is us." If they don't, they will view the experience as a game, which can be difficult to apply on the job, or worse, irrelevant to everyday work tasks. To maximize benefits from simulation, participants should immediately apply the learning from the experience to forge a smooth link between learning and doing.

精心设计的模拟可以使个人和团队深入了解他们的决策和对商业刺激的直觉反应如何影响其他参与者和整个组织。然而,要获得这些益处,模拟必须让人感觉像现实。在成功的模拟结束时,参与者必须声明"这就是我们"。如果他们不这样做,他们就会将这种体验视为游戏,这可能难以应用于工作中,或者更糟糕的是,与日常工作任务无关。要最大化模拟的益处,参与者应当立即应用从体验中获得的学习,以在学习与实践之间建立顺畅的联系。

题目与逐题解析

46. What do we learn about successful changes in organizations?

- A) They can be immediately implemented with great ease.
- B) They are usually led by organization leaders of vision.
- C) They call for enthusiastic support from the workforce.
- D) They often result from simulation learning experiences.

关于组织中的成功变革,我们了解到什么?

- A) 它们可以非常容易地立即实施。
- B) 它们通常由有远见的组织领导者引领。
- C) 它们需要员工队伍的热情支持。
- D) 它们往往源于模拟学习体验。

【答案】 C (细节题)

【判型】 题干 What do we learn about successful changes in organizations? 是对客观信息的直接询问, 没有 infer/imply 等推断信号, 也没有 main idea/title 等主旨信号, 属于典型细节题。

【拆句】 What do we learn about successful changes in organizations? 是 What 引导的特殊疑问句, 主干 we learn, about 介词短语限定 learn 的内容, successful changes 是真正的题眼, in organizations 是发生场域。结构平铺直叙, 无陷阱。

【定位】 That is largely because successful change requires more than a vision, it requires a workforce that not only doesn't resist change, but embraces it.

这在很大程度上是因为成功的变革不只需要愿景, 它还需要一支不但不抵触变革、还会拥抱变革的员工队伍。

【选项】 A) 与原文相反

They can be immediately implemented with great ease. 称变革「轻易立刻落地」，但 Most organizations aspire to deploy significant change programs, only to find them nearly impossible to implement 明说大多数变革极难落地，两者完全相反。

B) 偷换概念

They are usually led by organization leaders of vision. 把成功变革的关键归到「有远见的领导」上，但定位句 successful change requires more than a vision 恰恰说仅有 vision 不够，关键在 workforce；把强调点偷换了。

C) ✓ 正确

it requires a workforce that not only doesn't resist change, but embraces it ↔

They call for enthusiastic support from the workforce.

a workforce ↔ **the workforce**

They call for enthusiastic support from the workforce. 的「require + 全员热情支持」与定位句 requires a workforce that ... embraces it 精准对位，且对位完整、无外加成分。

D) 强加因果

They often result from simulation learning experiences. 说成功变革「源于」模拟学习，但全文逻辑是 simulation 服务于 change，并非 change 的来源；定位句也未涉及 simulation。

47. What should learning leaders do to arouse learners' passion for change?

- A) Allow them to see what could possibly be achieved.
- B) Help them break free from their old paradigms.
- C) Encourage them to rethink their thought models.
- D) Stimulate them to embrace fresh opportunities.

学习领导者应该做什么来激发学习者对变革的热情？

- A) 让他们看到可能实现的目标。 B) 帮助他们摆脱旧有的范式。
C) 鼓励他们重新思考自己的思维模式。 D) 激励他们拥抱新的机会。

【答案】 **A** (细节题)

【判型】 题干 What should learning leaders do to arouse learners' passion for change? 在问主体的具体动作，答案对应原文里一句明确的「该做什么」，属细节题。

【拆句】 What should learning leaders do to arouse learners' passion for change? 主干 What should learning leaders do, to arouse learners' passion for change 是目的状语，for change 进一步修饰 passion。结构清晰，无陷阱。

【定位】 To create this kind of widespread passion, learning leaders must expose the workforce to what could be, which will enable them to rethink their mental models, enable them to break free from their deep-rooted paradigms and embrace the opportunity to learn.

为了激发这种广泛的热情，learning leaders 必须把员工带去看「事情本可以是什么样」，这将使他们重新审视心智模型、挣脱根深蒂固的旧范式，并拥抱学习机会。

【选项】 A) ✓ 正确

expose the workforce to what could be ↔

Allow them to see what could possibly be achieved.

the workforce ↔ **them**

预判落在主句动作 expose...to what could be 上，A 用 allow them to see what could possibly be achieved 与之——对应。

B) 答非所问

Help them break free from their old paradigms. 取自定位句后面的 which 从句中的并列动作 enable them to break free from their deep-rooted paradigms，那是 expose 之后的结果，而非 learning leaders 直接「应做」的动作。

C) 答非所问

Encourage them to rethink their thought models. 取自 which 从句中的 rethink their mental models，依然属于 expose 之后的结果，不是题干所问的直接动作。

D) 答非所问

Stimulate them to embrace fresh opportunities. 改写自 embrace the opportunity to learn，仍是 which 结果从句尾部的并列结果之一，不是题干问的 learning leaders 的直接动作。

48. What does the passage say about lectures, training programs and workshops?

- A) They are generally incapable of changing workers' behaviors on the job.
- B) They are interventions different from simulations in creating stimuli for change.
- C) They aim at transforming the behaviors of the workers in an organization.
- D) They help managers achieve the full effect of employee development efforts.

文章关于讲座、培训项目和研讨会说了什么？

- A) 它们通常无法改变员工在工作中的行为。 B) 它们是不同于模拟的干预措施,用于创造变革的刺激。
- C) 它们旨在改变组织中员工的行为。 D) 它们帮助管理者充分实现员工发展工作的效果。

【答案】 A (细节题)

【判型】 What does the passage say about lectures, training programs and workshops? 是 say about + 主体的标准细节题问法，无推断信号。

【拆句】 What does the passage say about lectures, training programs and workshops? 主干 What does the passage say, about 引出讨论对象，对象是三项并列名词。无从句、无否定，无陷阱。

【定位】 Lectures, training programs and workshops can explain the intellectual elements of transformation, but they are seldom effective at getting to the behavioral aspects that lie at the heart of a significant change initiative.

讲座、培训项目和工作坊能讲清变革的认知层面，但它们在触及行为层面（而行为层面恰是重大变革的核心）这件事上几乎无效。

【选项】 A) ✓ 正确

they are seldom effective at getting to the behavioral aspects ↔

They are generally incapable of changing workers' behaviors on the job.

the behavioral aspects that lie at the heart of a significant change initiative ↔

workers' behaviors on the job

预判「改不了行为」直接对应 generally incapable of changing workers' behaviors，两端的否定强度通过 seldom↔generally not 桥接成立。

B) 无中生有

They are interventions different from simulations in creating stimuli for change.

把三者说成「在制造变革刺激上不同于 simulation 的干预」，原文只把它们与 simulation 在「能不能触及行为」上作对照，未把它们也定性为 intervention，更未谈它们「创造刺激」。

C) 与原文相反

They aim at transforming the behaviors of the workers in an organization. 称它们「以改变行为为目标」，与原文「在行为层面 seldom effective」的判定方向相反——原文恰是说它们做不到这件事。

D) 张冠李戴

They help managers achieve the full effect of employee development efforts. 让三者「帮助管理者获得员工发展投入的全部成效」，但原文 managers rarely see the full effect of their employee development efforts 是说在常规工作里 managers 几乎看不到全部成效，且这一判断是关于「常规工作条件」整体，不是三者帮助下的状况。

49. What makes simulation one of the most fruitful forms of learning?

- A) Its capability of saving time by accelerating the immersive learning experience.
- B) Its potential for learners to examine their skills, knowledge and learning process.
- C) Its capability of providing all participants with a practical learning experience.
- D) Its potential for learners to explore, experiment and practice without any risk.

是什么使模拟成为最富有成效的学习形式之一？

- A) 它能够通过加速沉浸式学习体验来节省时间。
- B) 它让学习者有可能审视自己的技能、知识和学习过程。
- C) 它能够为所有参与者提供实践性的学习体验。
- D) 它让学习者有可能在没有任何风险的情况下探索、试验和实践。

【答案】 **D** (细节题)

【判型】 What makes simulation one of the most fruitful forms of learning? 用「What makes X Y?」结构直问 simulation 之所以 fruitful 的原因，原文给出明确归因。

【拆句】 What makes simulation one of the most fruitful forms of learning? make 引导 sb./sth. + 宾补结构，simulation 是宾语，one of the most fruitful forms of learning 是宾补；fruitful 与原文 productive 同义。无陷阱。

【定位】 The ability to explore, experiment and repeatedly apply new knowledge in unlimited, risk-free models is what makes simulation one of the most productive forms of learning.

在数量无限、零风险的模型里探索、实验并反复运用新知的能力，正是让 simulation 成为最高效学习方式之一的原因。

【选项】 A) **偷换概念**

Its capability of saving time by accelerating the immersive learning experience.
把 accelerates time 拎出来当主因，但原文里它只是 simulation 优点的描述之一，不是 is what makes 强调结构所归的原因。

B) **偷换概念**

Its potential for learners to examine their skills, knowledge and learning process.
取自 skills, processes and knowledge all can be highlighted，但原文是 processes (业务流程/作业过程)，选项改成了 learning process (学习过程)，主体偷换；且原文是 simulation 来 highlight，不是 learners 来 examine。

C) **以偏概全**

Its capability of providing all participants with a practical learning experience. 用 practical learning experience 模糊概括 simulation，未含 risk-free、reflect、experiment 等核心元素；原文 is what makes 主语处也并未用 practical 来归因。

D) **✓ 正确**

The ability to explore, experiment and repeatedly apply new knowledge ↔

Its potential for learners to explore, experiment and practice without any risk.

in unlimited, risk-free models ↔ **without any risk**

The ability ↔ **Its potential**

D 保留了原文的三动词并列与 risk-free 条件，是唯一同时满足两项核心的选项。

50. What should participants do in a simulation to reap the greatest benefits possible?

- A) Take the experience as a mere game.
- B) Apply promptly what they learn to their jobs.
- C) Develop a deep level of understanding.
- D) Strive to connect closely with their leaders.

参与者在模拟中应该做什么才能获得最大可能的收益？

- A) 将这种体验仅仅当作游戏。
- B) 将所学内容迅速应用到工作中。
- C) 培养深层次的理解。
- D) 努力与领导者建立紧密联系。

【答案】 **B** (细节题)

【判型】 What should participants do in a simulation to reap the greatest benefits possible?
是问明确做法的标准细节题。

【拆句】 What should participants do in a simulation to reap the greatest benefits possible?
主干 What should participants do, in a simulation 是地点状语, to reap the greatest benefits possible 是目的不定式, possible 后置修饰 benefits。无陷阱。

【定位】 To maximize benefits from simulation, participants should immediately apply the learning from the experience to forge a smooth link between learning and doing.

为最大化从模拟中获得的收益, 参与者应立刻把从体验中所学应用到工作中, 以打通「学」与「做」之间的桥梁。

【选项】 A) **与原文相反**

Take the experience as a mere game. 让参与者「把体验当作单纯的游戏」, 但 If they don't, they will view the experience as a game, which can be difficult to apply on the job 明确把「视为游戏」当作负面后果。

B) **✓ 正确**

participants should immediately apply the learning from the experience ↔

Apply promptly what they learn to their jobs.

to forge a smooth link between learning and doing ↔ **to their jobs**

B 在副词 (promptly ↔ immediately)、核心动作 (apply what they learn ↔ apply the learning) 与落点 (to their jobs ↔ between learning and doing) 三处与定位句完全对位。

C) **答非所问**

Develop a deep level of understanding. 取自 enable individuals and groups to develop a deep level of understanding, 那是 simulation 的功效 (果), 不是参与者「应当做什么以最大化收益」 (因)。

D) **无中生有**

Strive to connect closely with their leaders. 让参与者「努力与领导紧密联系」, 但全文从未要求 participants 去与 leaders 建立紧密联系, 原文 forge a link 的对象是 learning 与 doing, 不是 participants 与 leaders。

SENTENCE INSIGHTS • 句子精讲

14 句真题句逐层精讲

下列真题句各有独立的句子解析页——中文翻译、结构树逐层拆解、成分与时态、考点讲解与真题高频词。点击句子进入完整解析。

Simulators are most often utilized within industries such as nuclear power, aviation and surgery where failure results in disastrous consequences.

第1段，第1句

被动语态 + 限制性定语从句的组合是四六级和考研阅读中的高频句式，句中 where 引导定语从句修饰抽象地点名词 industries 也是常考结构，具有较强的典型性和复用价值。

Regardless of the level of senior management commitment, unless key thought leaders at all levels embrace the change, the initiative will wither and die.

第3段，第2句

本句采用 unless 引导条件状语从句的结构，这是四六级和考研阅读中高频出现的句式。句首介词短语作让步状语，搭配条件从句来强调必要条件，是学术和正式文体的典型用法，掌握后可广泛迁移到理解其他复杂条件句和让步句。

To create this kind of widespread passion, learning leaders must expose the workforce to what could be, which will enable them to rethink their mental models, enable them to break free from their deep-rooted paradigms and embrace the opportunity to learn.

第3段，第3句

本句涵盖主谓宾、目的状语（不定式短语）、宾语从句（"what" 引导）、非限制性定语从句（"which" 引导）、宾语补足语（三个并列不定式），成分种类丰富；特别适合练习 "enable sb to do" 结构、并列宾补识别、以及区分限制性与非限制性定语从句；坑点在于 "what could be" 的从句归属和 "which" 引导的长从句中并列成分的切分

As such, an intervention like a simulation can provide the stimulus for change.

第5段，第4句

"主语 + 情态动词 + 动词原形 + 宾语" 是四六级和考研阅读中的常见句式，介词短语作后置定语也是高频结构。句首过渡短语的用法在学术写作和考试文章中普遍存在。整体结构有较强的迁移性，掌握后可复用于大量类似句子。

An effective simulation can be better than experience as a learning tool because it accelerates time, compresses space, and unlike reality, is specifically designed to maximize participant learning.

第6段，第1句

本句结构为“主句 + 原因状语从句”，且从句包含并列谓语，这是四六级和考研阅读中的高频句式；比较结构“better than”和被动语态“is designed”也是常考点，代表性强，掌握后可迁移至大量类似句子

Simulations provide an immersive learning experience where skills, processes and knowledge all can be highlighted in a way reality cannot.

第6段，第2句

主句加定语从句修饰宾语的结构在四六级和考研阅读中极为常见；where 引导定语从句、比较结构中的省略、情态动词加被动语态等都是高频考点句式；掌握本句的分析方法后，可以直接迁移到大量类似真题句子中，典型性很高。

The ability to explore, experiment and repeatedly apply new knowledge in unlimited, risk-free models is what makes simulation one of the most productive forms of learning.

第6段，第3句

主系表结构搭配表语从句是四六级和考研阅读中的高频句式，what 引导名词性从句也是常考点。make + 宾语 + 宾补 结构同样典型。本句结构具有很强的代表性，掌握后可广泛迁移到类似句型的理解中。

At the end of the successful simulation, participants must declare "this is us."

第7段，第3句

本句涵盖主语、谓语(情态动词结构)、宾语(宾语从句)、时间状语和定语等多种成分，适合练习情态动词谓语的识别、介词短语作状语的判断、以及宾语从句(直接引语形式)的划分。宾语从句内部还包含主系表结构，可练习系动词和表语的区别。成分种类较丰富，有一定训练价值。

If they don't, they will view the experience as a game, which can be difficult to apply on the job, or worse, irrelevant to everyday work tasks.

第7段，第4句

条件状语从句 + 主句 + 非限制性定语从句的组合是四六级和考研英语阅读中常见的句式。条件句的时态搭配（从句一般现在时、主句一般将来时）是基础语法重点，非限制性定语从句补充说明也是高频结构。"view... as..." 和 "difficult to do" 是常见搭配。整体结构具有较高的复用性，掌握后可迁移到大量类似句子。

They call for enthusiastic support from the workforce.

第46题，C

简单句中主谓宾加定语修饰的结构在真题中较为常见，动词短语和介词短语作定语也是基础考点，但过于简单的结构在实际考试中占比不高，代表性一般。

They often result from simulation learning experiences.

第46题，D

"主语 + 谓语 + 介词短语" 是英语中常见的基本句式，"result from" 也是四六级和考研中常考的固定搭配；但由于过于简单、无复杂结构，作为真题句式的代表性中等，学习后可迁移到类似简单句，但无法覆盖更复杂的真题句式。

What should learning leaders do to arouse learners' passion for change?

第47题 题干

疑问句倒装、情态动词表建议、不定式作目的状语，均为四六级和考研常考句式；该句型可迁移到大量类似情境（如 What should we do to solve the problem?），代表性较强。

Allow them to see what could possibly be achieved.

第47题，A

本句涵盖祈使句的主干识别、宾语补足语的判定、宾语从句的定位、以及关系词 "what" 在从句中兼作主语的分析，成分种类丰富；特别是 "allow sb to do sth" 结构和 "what" 引导宾语从句同时充当从句主语这两个点，是学习者常见的易错点，训练价值较高。

Help them break free from their old paradigms.

第47题, B

祈使句在考试阅读和应用文写作中较为常见,"help sb do sth" 结构更是高频考点,掌握后可直接迁移到大量类似句式(如 let/make/have sb do sth)。但祈使句在长难句分析中占比不高,典型性略低于陈述句复杂结构。

HIGH-FREQUENCY • 真题高频词

本篇出现的 91 个英语六级真题高频词

下列单词既在本篇真题中出现, 又是 **英语六级** 历年真题的高频词 (在该考试真题中出现的句子数均不少于 8)。每个词标注本篇 出现次数与该考试真题句频, 点击可查看该词的释义、音标、词形与真题例句。

learning A1

n. 学习

本篇14次 · 真题 128 句

simulation B2

n. 模拟; 仿真

本篇13次 · 真题 16 句

participant B2

n. 参与者

本篇8次 · 真题 91 句

organization B1

n. 组织

本篇7次 · 真题 73 句

apply A2

v. 申请

本篇5次 · 真题 63 句

reality B1

n. 现实

本篇4次 · 真题 57 句

embrace B2

v. 拥抱

本篇4次 · 真题 30 句

benefit B1

n. 好处

本篇3次 · 真题 244 句

opportunity B1

n. 机会

本篇3次 · 真题 115 句

enable B1

v. 使能够

本篇3次 · 真题 68 句

intervention

C1

n. 干预

本篇3次·真题 32 句

learner

A2

n. 学习者

本篇3次·真题 23 句

workforce

B2

n. (一国或一地区的) 劳动力, 劳动人口

本篇3次·真题 19 句

stimulus

C1

n. 刺激物

本篇3次·真题 12 句

effect

A2

n. 影响

本篇2次·真题 191 句

employee

A2

n. 雇员, 员工

本篇2次·真题 190 句

behavior

B1

n. 行为

本篇2次·真题 171 句

process

B1

n. 过程

本篇2次·真题 126 句

effective

B1

adj. 有效的, 起作用的

本篇2次·真题 94 句

potential

B2

adj. 潜在的

本篇2次·真题 92 句

understanding

B1

n. 理解; 领悟

本篇2次·真题 84 句

significant

B2

adj. 重要的

本篇2次·真题 65 句

explore

B1

v. 探索

本篇2次·真题 52 句

passion

B2

n. 强烈的情感

本篇2次·真题 43 句

lecture

B1

n. 讲座

本篇2次·真题 35 句

implement

B2

v. 实施

本篇2次·真题 28 句

vision B2

n. 视力

本篇2次 · 真题 28 句

accelerate B2

v. 加速

本篇2次 · 真题 25 句

initiative B2

n. 主动性

本篇2次 · 真题 25 句

behavioral B2

adj. 行为的

本篇2次 · 真题 22 句

capability B2

n. 能力

本篇2次 · 真题 20 句

transformation B2

n. 彻底改变

本篇2次 · 真题 16 句

risk A2

n. 风险

本篇1次 · 真题 167 句

individual B2

adj. 单独的

本篇1次 · 真题 142 句

view A2

n. 观点, 看法

本篇1次 · 真题 134 句

power A2

n. 权力

本篇1次 · 真题 128 句

mental B1

adj. 精神的

本篇1次 · 真题 120 句

design B1

n. 设计

本篇1次 · 真题 119 句

affect B1

v. 影响

本篇1次 · 真题 116 句

support A2

v. 支持

本篇1次 · 真题 103 句

belief B1

n. 相信

本篇1次 · 真题 85 句

further B1

adv. 更远地

本篇1次 · 真题 79 句

current B1

adj. 现在的

本篇1次·真题 72 句

consequence B2

n. 结果

本篇1次·真题 66 句

management B1

n. 管理

本篇1次·真题 63 句

generally B1

adv. 通常，一般地

本篇1次·真题 60 句

specific B2

adj. 具体的

本篇1次·真题 59 句

aim B1

v. 瞄准

本篇1次·真题 57 句

link A2

n. 联系

本篇1次·真题 53 句

response B1

n. 回答

本篇1次·真题 52 句

senior B1

adj. 级别高的

本篇1次·真题 52 句

aspect B2

n. 方面

本篇1次·真题 50 句

failure B1

n. 失败

本篇1次·真题 47 句

practical B1

adj. 实际的

本篇1次·真题 42 句

alternative B2

n. 可供选择的事物

本篇1次·真题 41 句

department A2

n. 部门

本篇1次·真题 41 句

unlike B1

prep. 不像

本篇1次·真题 31 句

expose B2

v. 使暴露

本篇1次·真题 30 句

rarely B1

adv. 很少, 难得, 不常

本篇1次·真题 30 句

transform B2

v. 使彻底改变;使转变

本篇1次·真题 30 句

directly B1

adv. 直接地

本篇1次·真题 29 句

working A2

adj. 有工作的

本篇1次·真题 29 句

closely B1

adv. 紧密地

本篇1次·真题 28 句

largely B2

adv. 主要地

本篇1次·真题 28 句

rapidly B1

adv. 迅速地

本篇1次·真题 28 句

regardless B2

adv. 不管

本篇1次·真题 27 句

strive B2

v. 努力, 奋斗, 力求

本篇1次·真题 27 句

highlight B2

n. 最精彩的部分

本篇1次·真题 25 句

element B1

n. 要素

本篇1次·真题 24 句

commitment B2

n. 承诺

本篇1次·真题 23 句

productive B2

adj. 富有成效的

本篇1次·真题 23 句

widespread B2

adj. 广泛的

本篇1次·真题 23 句

fellow B2

n. 家伙

本篇1次·真题 22 句

intellectual C1

adj. 智力的

本篇1次·真题 22 句

mere B2

adj. 仅仅的

本篇1次·真题 19 句

nuclear B2

adj. 核能的

本篇1次·真题 19 句

prompt B2

v. 促使

本篇1次·真题 19 句

declare B2

v. 宣布

本篇1次·真题 18 句

resist B2

v. 抵抗

本篇1次·真题 18 句

specifically B2

adv. 明确地

本篇1次·真题 18 句

arouse C1

v. 激起, 引起 (情感、反应)

本篇1次·真题 17 句

possibly B1

adv. 可能, 也许

本篇1次·真题 17 句

stimulate B2

v. 刺激

本篇1次·真题 16 句

ease B1

n. 容易

本篇1次·真题 15 句

irrelevant B2

adj. 无关紧要的

本篇1次·真题 11 句

repeatedly B1

adv. 反复地

本篇1次·真题 11 句

utilize B2

v. 使用, 利用

本篇1次·真题 10 句

deploy C1

v. 部署, 调动 (军队或资源)

本篇1次·真题 9 句

enthusiastic B2

adj. 热情的

本篇1次·真题 8 句

forge B2

v. 伪造

本篇1次·真题 8 句

surgery

B1

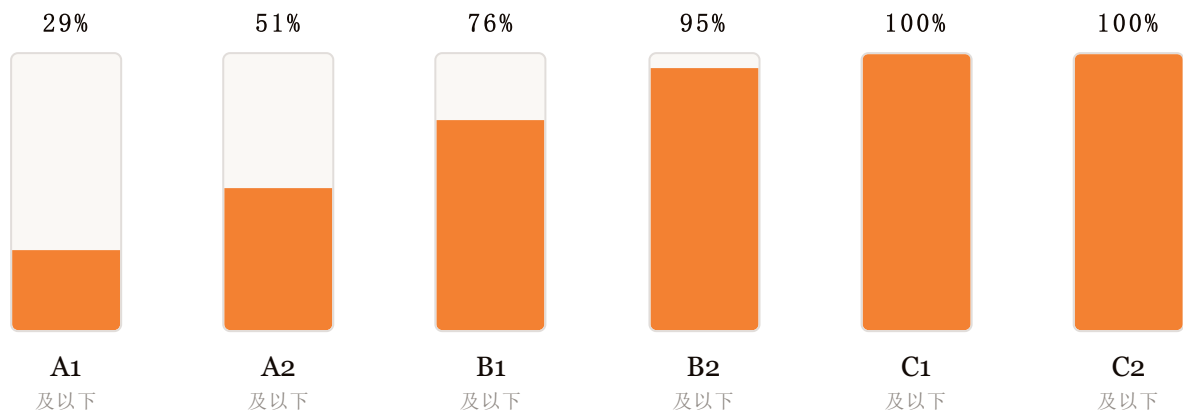
n. 外科手术

本篇1次 · 真题 8 句

VOCABULARY · 词汇难度分布

全文 224 词按 CEFR 难度累积覆盖

全文去重后共 **224** 个单词，按欧框 CEFR 等级统计。每根柱表示「该等级及以下」的累积占比（CDF），最右一柱为 100%。B2 以上（C1/C2）为高阶词，本篇共 12 个 · 约 5%。



每柱为「按 CEFR 等级及以下」的累积覆盖率（CDF）· 数据为全文去重词 224 个 · 末柱为 100%

去重总词数

224

B2 以上难词

5%

B1 及以下覆盖

76%

英语六级 2025年6月·第3套 · 全卷构成

Part I	写作	题目解析 →
Part II	听力	与2025年6月第2套共用 · 题目解析 →
Part III Section A	完形填空（选词填空）	题目解析 →
Part III Section B	长篇阅读（信息匹配）	题目解析 →
Part III Section C (1)	阅读理解（四选一）	本题
Part III Section C (2)	阅读理解（四选一）	题目解析 →
Part IV	汉译英（段落翻译）	题目解析 →